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AUTHOR Orlich, Donald C.
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ABSTRACT

In 10 chapters, this book offers a clear nonlinear vision for continuously preparing professional and classified staff for the purpose of improving schools and student academic achievement. Chapter 1 shows the importance of inservice education and provides a rationale for conducting systematic, if not empirically based, programs. Chapter 2 details needs assessments and explains why it is critical to address individual and organizational needs for success. Chapter 3 discusses the many delivery systems available to staff developers, including the reborn teacher center, and describes peer coaching as a powerful and innovative training mechanism. Chapter 4 stresses the many ways to evaluate inservice projects. The Temporary Systems Approach to evaluation is introduced. Incentives for staff development are the subject of chapter 5, where detailed illustrations are given so that those who excel in staff development can be recognized. Funding is the topic of chapter 6. The concepts of direct and indirect costs are highlighted. Chapter 7 offers a dichotomous theoretical key to select the most appropriate staff development model for success. Readers are enjoined to create and test the theory. Chapter 8 illustrates the many options available to administrators for continued staff development efforts. Chapter 9 critiques reforms that diminish the energy of personnel in educational and noneducational circles. The final chapter is an overview of issues that impinge on staff development and need resolution. Topics included in the appendixes are the Delphi Technique and microteaching. References are provided. (JAM)

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